

# Central Carolina Technical College

## 2004 Institutional Effectiveness

### Summary Report

#### Reporting Cycle Introduction

The institutional effectiveness process at Central Carolina Technical College ensures that major assessment results are used for the improvement of College programs and services. As part of the institution's comprehensive plan of action, each functional unit develops an annual plan of action that demonstrates the College's effectiveness in achieving its mission and goals. Incorporated into these plans are six institutional effectiveness components. The components depicted in the following table are reported to the South Carolina Commission on Higher Education on a cyclical basis.

#### SCHEDULE OF SUMMARY REPORTS:

COMPONENT	STATUS	
1. General Education	To Be Reported in 2006; 2010	(4-yr cycle)
2. Majors/Concentrations	Report Included This Year	(annual cycle)
3. Academic Advising	Report Included This Year (2008; 2012)	(4-yr cycle)
4. Achievement of Students Transferring From Two-to Four-Year Institutions	Report Included This Year (2006; 2008)	(2-yr cycle)
5. Student Development	To Be Reported in 2007; 2011	(4-yr cycle)
6. Library Resources	To Be Reported in 2005; 2009	(4-yr cycle)
7. Alumni Survey	Report included this year * (2003; 2005)	(annual cycle)

# **TABLE OF CONTENTS**

## ***2004 Institutional Effectiveness Summary Report***

### **MAJORS AND CONCENTRATIONS (COMPONENT # 2) 3**

- Associate Degree in Nursing
- Associate in Arts Degree
- Associate in Science Degree
- Civil Engineering Technology Degree
- Practical Nursing Diploma
- Surgical Technology Diploma
- Phlebotomy Certificate
- Heating Ventilation Air Conditioning and Refrigeration Certificate

### **ACADEMIC ADVISING (COMPONENT # 3) 15**

### **REPORT ON ACHIEVEMENT OF STUDENTS TRANSFERRING FROM TWO-TO FOUR-YEAR INSTITUTIONS (COMPONENT # 4) 19**

### **REPORT ON SC 59 – 101 STATEMENT 22**

### **TABLE: PROGRAM ACCREDITATIONS Attachment 1**

### **TABLE: RESULTS OF PROFESSIONAL EXAMINATIONS Attachment 2**

### **TABLE: ACHIEVEMENT OF STUDENTS TRANSFERRING FROM CENTRAL CAROLINA TO FOUR-YEAR INSTITUTIONS Attachment 3**

### **TABLE: ALUMNI SURVEY REPORT Attachment 4**

# Majors/Concentrations (Component # 2)

Central Carolina Technical College employs a systematic review of all programs within the College to evaluate the effectiveness of the programs from multiple aspects. The programs are evaluated on an established five-year rotation schedule as follows:

<b>ASSOCIATE DEGREE PROGRAMS</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Accounting				X		X			X	
Associate Degree Nursing	X					X				
Associate in Arts	X					X				
Associate in Science	X					X				
Civil Engineering Technology	X					X				
Computer Technology					X					X
Criminal Justice Technology				X					X	
Early Care and Education			X					X		
Electronics Technology			X					X		
Engineering Graphics Technology				X					X	
Environmental Engineering Technology				X					X	
General Technology		X					X			
Legal Assistant/Paralegal				X					X	
Management			X					X		
Natural Resources Man		X					X			
Office Systems Technology				X					X	
<b>DIPLOMA PROGRAMS</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Automated Office				X					X	
Automotive Mechanics					X					X
Early Childhood Development			X					X		
Engineering Graphics				X					X	
Machine Tool					X					X
Nursing (PN)	X					X				
Surgical Technology	X					X				
<b>CERTIFICATE PROGRAMS</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Accounting Specialist				X					X	
Advanced Tool Making					X					X
Automotive Repair					X					X
Basic Air Conditioning and Heating (HVAC/R)	X					X				
Basic Industrial Graphics and CAD				X					X	
Computer Specialist					X					X
Drafting with Computers				X					X	
Early Childhood Development			X					X		
Electro-Mechanical Workforce				X					X	
General Education			X					X		
General Studies		X					X			
Health Science Prep					X					X
Industrial Electricity/Electronics	X					X				
Industrial Maintenance Workforce I & II		X					X			
Industrial Maintenance		X					X			
Information Processing				X				X		
Internetworking (Cisco)					X					X
Machine Tool Operator					X					X
Medical Assistant		X					X			
Phlebotomy	X					X				
Pre-Dental Hygiene				X					X	
Pre-Industrial			X					X		
Pre-Occupational/Pre-Physical Therapy			X					X		
Pre-Pharmacy Technician				X					X	
Supervisor/Leadership			X					X		
Welding					X					X
Welding Workforce Initiative I & II					X					X

During the 2003-04 academic year, the following programs were evaluated:

- Associate Degree Nursing
- Associate in Arts
- Associate in Science
- Civil Engineering Technology
- Practical Nursing Diploma
- Surgical Technology Diploma
- Phlebotomy Certificate
- Heating Ventilation Air Conditioning and Refrigeration Certificate

The following is a summary of the strengths, weaknesses, opportunities, and threats identified for each program as well as the recommendations for use of the results for continuous improvement for the program reviews in the 2003-04 cycle.

## **ASSOCIATE DEGREE NURSING PROGRAM**

### **Curriculum Review/Content Validation**

The curriculum has been established and maintained according to the South Carolina Technical College System State model and is approved by the South Carolina State Board of Nursing. A Curriculum Committee comprised of the nursing faculty meets monthly to review and discuss curriculum issues. The curriculum is inclusive of topics and concepts in the blueprint for the NLCEX RN test plan as developed by the National Council for State Boards of Nursing. The curriculum supports the program's mission, philosophy, program and educational outcomes. The program is accredited by the National League for Nursing Accrediting Commission, Inc. and is scheduled for a reaffirmation visit by NLNAC in February 2005.

### **Strengths**

1. Clearly defined entrance, progression, and readmission criteria
2. Curriculum meets the requirements for the preparation of the registered nurse
3. Accredited in 2000 by The National League for Nursing Accrediting Commission, Inc. for the maximum time period of eight years
4. Curriculum includes courses with clearly defined entrance and exit competencies
5. Transition Nursing Option for LPN or RN students
6. Internet courses are included in the curriculum
7. The Health Sciences Student Supplemental Handbook communicates departmental and program policies to students
8. New student orientation is provided for incoming nursing students
9. NCLEX-RN pass rates are above state and national averages for the past three years
10. Placement rate of 100% for the past three academic years
11. Graduate satisfaction
12. Employer satisfaction
13. Instructors' knowledge and expertise remain current in the field of nursing
14. Positive learning atmosphere
15. Diversity of clinical sites in Sumter, Kershaw, and Clarendon Counties
16. Active Student Nurses' Association

### **Weaknesses**

1. Availability of clinical sites for increasing program enrollment
2. Availability of additional classroom and lab space for increasing program enrollment
3. Shortages of qualified nursing faculty to fill vacant full-time positions
4. Limited student enrollment availability for admission and readmission because of resource limitations in personnel and facilities

## **Opportunities**

1. Distance education connectivity between campuses with increased opportunities for scheduling class sessions and increasing enrollment while utilizing existing faculty
2. Availability of additional lab space, classroom space, clinical facilities, and nursing faculty through collaborative relationships

## **Threats**

1. Faculty vacancies over an extended period of time
2. Shortage of qualified Masters' prepared nursing faculty
3. Budget restraints
4. Limited clinical resources
5. Lack of additional classroom and laboratory facilities

## **Conclusion//Implications/Recommendations**

The Associate Degree Nursing Program at Central Carolina Technical College is committed to maintaining a quality program that contributes to the achievement of the mission of the College. The results of annual program evaluations and this program review are used by the administration and faculty for making improvements in all aspects of the program.

## **Use of Results**

As a result of the program review in the Associate Degree in Nursing program, the following recommendations are made for continuous improvement of the program:

## **Recruitment/Marketing Strategies**

1. Continue to explore opportunities for collaboration with SC Hospital Association
2. Continue participation in high school, career center, and middle school Career Days
3. Increase faculty involvement in community activities

## **Personnel Training or Professional Development Needs**

1. Increase professional development funding for faculty
2. Encourage maintenance of professional certifications by faculty

## **Budget Needs**

1. Upgrade software for computer assisted instruction
2. Increase computer hardware such as laptops for faculty members
3. Increase number of smart classrooms with mounted projection systems

## **ASSOCIATE IN ARTS PROGRAM**

### **Strengths**

1. Qualified, diverse, and experienced faculty with secondary and postsecondary backgrounds
2. Variety of courses available in a flexible scheduling format--day, afternoon, evening, Saturday, weekend, and distance classes
3. Number, variety, and quality of distance courses providing the ability to complete 90% of the program courses online
4. Accessibility of courses offered at outreach locations in Manning, Kershaw, and at Shaw Center
5. Cost effective transfer program option for students desiring to transfer to four-year institutions
6. Effective student advisement

**Weaknesses**

1. Graduation rate
2. Transfer rate
3. Lack of availability of adjuncts in selected disciplines
4. Full-time to part-time teaching ratio
5. Teacher-student ratio in some courses
6. Class load for faculty

**Opportunities**

1. Development of honors courses
2. Increased collaboration with USC Sumter for transfer of AA students, particularly for Elementary and Early Childhood Education
3. Locating dual-enrolled courses on CCTC campus
4. Recruitment of dual-enrolled students into AA program
5. Development of interdisciplinary courses
6. Increased incorporation of critical thinking skills and ethics into courses
7. Implementation of a Writing Center and use of writing mentors
8. Implementation of 3-credit hour Spanish course instead of the 4-credit hour course

**Threats**

1. Small enrollment decline
2. Transferability of courses to some institutions
3. Graduation rate
4. State budget
5. Increased expectations (load, class size, and teaching configurations) for faculty
6. Difficulty in recruiting and retaining qualified full-time and adjunct faculty

**Conclusion/Implications/Recommendations and Use of Results**

As a result of the program review in the Associate in Arts program the following recommendations are made for continuous improvement of the program:

**Curriculum Changes**

No local curriculum changes are proposed; however, a statewide change in the course credits for SPA 101 and 102 from 4-credit hours to 3-credit hours would benefit students and would not negatively impact transferability in most instances. Recommend this be considered by Chief Academic Officers.

**Recruitment/Marketing Strategies**

1. Market the Associate in Arts program with focus on transferability, affordability, and involvement of faculty with student success
2. Use successful students and graduates as ambassadors in marketing the program
3. Market to the dual-enrolled student by focusing on parents
4. Market summer offerings more effectively
5. Develop Speaker's Bureau
6. Increase number of events such as the Psychology Bowl, Speech Competition, and Coffeehouse and promote within the community

**Support Materials**

1. Increase number of computer stations in the Library
2. Continue to increase media devices for classroom use

3. Purchase software for teaching Spanish pronunciation
4. Purchase AV materials for Music Appreciation
5. Increase library resources at Manning, Kershaw, and at Shaw Center
6. Increase current texts on a variety of subjects in the Library for research purposes

### **Personnel Training or Professional Development Needs**

1. Continue Technology Fair
2. Provide training/sharing sessions on pedagogical issues
3. Increase funding for professional conferences
4. Provide training in basic computer/word processing skills and technology resources for students
5. Facilitate interaction with other composition/rhetoric experts in the field
6. Continue training in WebCT and Producer
7. Provide additional training for online course effectiveness
8. Increase attendance of faculty at transfer workshops offered by four-year colleges

### **Budget Needs (Equipment, Staffing, etc.)**

1. Increase number of smart classrooms
2. Increase media equipment such as DVD players
3. Increase adjunct pay rate
4. Add full-time art instructor
5. Add full-time sociology instructor
6. Add full-time history instructor
7. Add full-time psychology instructor
8. Increase computer lab facilities for English classes

## **ASSOCIATE IN SCIENCE PROGRAM**

### **Strengths**

1. Availability, accessibility, and assistance provided by faculty members to students
2. Well qualified and diverse departmental faculty
3. Variety of available courses in a flexible scheduling format--day, afternoon, evening, Saturday, weekend, and distance classes
4. Number, variety, and quality of distance education courses in the area of mathematics and other general education courses
5. Accessibility of courses offered at outreach locations in Manning, Kershaw, and Shaw Center
6. Effective student advisement
7. Placement rate of graduates as determined by continued education or employment in a related field

### **Weaknesses**

1. Graduation rate
2. Transfer rate
3. Lack of state tracking system with specific data from senior institutions regarding transfer students
4. Difficulty in locating and availability of qualified adjuncts in the areas of mathematics and science
5. Occasional cancellation of upper level courses because of section size
6. Limited availability of adjunct faculty members to students

## **Opportunities**

1. Diversity of transfer options for students desiring to transfer to four-year institutions
2. Development of additional math course – Math 122
3. Locating dual enrolled courses on CCTC campus
4. Increased marketing and recruitment efforts of dual enrolled students
5. Continued implementation of technology in math courses
6. Development of on-line science lecture courses with required onsite laboratory exercises
7. Incorporation of different program skills in math course projects
8. Expanded online math course offerings
9. Updating of articulation agreements

## **Threats**

1. State budget
2. Difficulty in recruiting and retaining full-time and adjunct faculty
3. Competition from five senior institutions and the Community College of the Air Force for students interested in transfer programs
4. Graduation rates
5. Retention rates
6. Transferability of courses to some institutions
7. Lack of knowledge by general public about program

## **Conclusion/Implications/Recommendations and Use of Results**

As a result of the program review in the Associate in Science program the following recommendations are made for continuous improvement of the program:

### **Curriculum Changes**

A recommended curriculum change is the addition of Math 122 – Finite Mathematics to the major course offerings.

### **Recruitment/Marketing Strategies**

1. Market the Associate in Science program in diverse media options
2. Utilize graduates and students as ambassadors to market the program
3. Market college programs to dual-enrolled students
4. Market summer course offerings more effectively
5. Develop a Speaker's Bureau

### **Support Materials**

1. Graph boards for Math 101, Math 102, or Math 110 classrooms
2. Calculator view screen kits

### **Personnel Training or PDP Needs**

1. Professional development and training in mathematics software
2. Continue Technology Fair
3. Participate in peer group meetings
4. Increase funding for professional conferences
5. Continue training in WebCT, Producer, and in online course development
6. Attendance of faculty at transfer workshops offered by senior institutions

### **Budget Needs (Equipment, Staffing, etc.)**

1. Additional full-time mathematics instructor
2. Increase adjunct hourly rate
3. Purchase six view screen kits/overhead calculators
4. Purchase graph boards



## **CIVIL ENGINEERING TECHNOLOGY ASSOCIATE DEGREE**

### **Strengths**

1. Competency of the faculty
2. Program has completed the ABET Self-Study process, and all concerns have been completely ratified.
3. The curriculum has remained comprehensive and challenging
4. Student job placement is good

### **Weaknesses**

1. Low enrollment with a resulting low graduation rate.
2. Under prepared students require several pre-requisite classes or perhaps remedial classes prior to entry into curriculum courses
3. Students may be discouraged by the perceived difficulty in the completing the program.

### **Opportunities**

1. Construction industry job market for civil engineering technology graduates
2. Collaboration with other colleges and universities via a 2+2 program
3. Market the program and develop networks with secondary students through increased activities such as the Engineering Day event held in April 2004
4. Utilization of Kuder career assessment software for prospective students

### **Threats**

1. Low enrollment and graduation rates
2. Identifying and recruiting capable students with appropriate preparation in math and science

## **Conclusion/Implications/Recommendations**

### **Curriculum Changes**

The department faculty and dean will seek to ensure that the introduction of technology into the classroom will occur as appropriate and helpful in all courses.

### **Recruitment/Marketing Strategies**

1. Introduction of the Civil Engineering Technology program to high school students with interactive events such as the Bridge Competition
2. Utilization of the Kuder assessment program.

### **Support Materials**

No needs were identified.

### **Personnel Training or PDP Needs**

1. Professional development funds for the maintenance of professional licensure of the CET instructor

### **Budget Needs (Equipment, Staffing, etc.)**

Existing budget allocations are adequate at this time.

## **Summary and Use of Results**

Program vitality is the primary concern for the Civil Engineering Technology program. A concerted and ongoing effort will continue through the next academic year to remedy this vitality issue; however, it will be a multi-year effort. In addition to recruiting, academic advisement and retention strategies are important elements in promoting the vitality of the program.

# **PRACTICAL NURSING DIPLOMA PROGRAM**

## **Curriculum Review/Content Validation**

The curriculum has been established and maintained according to the State model and is approved by the South Carolina State Board of Nursing. A Curriculum Committee comprised of the Associate Degree and Practical Nursing faculty meets monthly to review and discuss curriculum issues. The curriculum is inclusive of topics and concepts in the blueprint of the NCLEX-PN test plan developed by the National Council for State Boards of Nursing. The curriculum supports the program's mission, philosophy, program and education outcomes. The program is accredited by the National League for Nursing Accrediting Commission, Inc. and is scheduled for reaffirmation visit by NLNAC in February 2005.

## **Strengths**

1. Program has clearly defined entrance, progression, and readmission criteria
2. Curriculum meets the requirements for the preparation of the licensed practical nurse
3. Program was accredited in 2000 by the National League for Nursing Accrediting Commission, Inc. for the maximum time period of five years
4. Curriculum includes courses with clearly defined entry and exit competencies
5. The Health Sciences Student Supplement Handbook communicates to students departmental and program policies
6. New student orientation is provided for incoming nursing students
7. NCLEX-PN pass rates are above state and national averages for the past three years
8. Placement rate of 100% for the past three academic years
9. Graduate satisfaction
10. Employer satisfaction
11. Instructors remain current in the field of nursing
12. Positive learning environment
13. Clinical sites in Sumter, Kershaw, and Clarendon Counties
14. Active Student Nurses' Association

## **Weaknesses**

1. Availability of clinical sites for increasing program enrollment
2. Availability of additional classroom and lab space for increasing program enrollment
3. Limited seats for admission and readmission.

## **Opportunities**

1. Distance education connectivity between campuses with increased opportunities for scheduling class sessions and increasing enrollment while utilizing existing faculty
2. Availability of additional lab space, classroom space, clinical facilities and nursing faculty through collaborative relationships

## **Threats**

1. Faculty vacancies
2. Budget restraints
3. Limited clinical resources
4. Lack of additional classroom and laboratory facilities

## **Conclusion/Implications/Recommendations**

The Practical Nursing Program at Central Carolina Technical College is committed to maintaining a quality program that contributes to the achievement of the mission of the College. The results of annual program evaluations and this program review are used by the administration and faculty for

making improvements in all aspects of the program. The implementation of a Competitive Admissions process for the fall 2004 class of Practical Nursing students will be evaluated for its impact on student retention and graduation rates. Additional strategies are needed to maximally utilization of the available resources for classroom, lab, and clinical instruction.

### **Use of Results**

As a result of the program review in the Practical Nursing program the following recommendations are made for continuous improvement of the program:

### **Curriculum Changes**

No curriculum changes are planned at this time. A Competitive Admissions Process has been implemented for the Fall 2004 admissions into the program, and this process will be evaluated.

### **Recruitment/Marketing Strategies**

1. Continue to explore opportunities for collaboration with SC Hospital Association
2. Continue participation in high school, career center, and middle school Career Days
3. Increase faculty involvement in community activities

### **Personnel Training or Professional Development Needs**

1. Increase professional development funding for faculty
2. Encourage maintenance of professional certifications by faculty

### **Budget Needs**

1. Upgrade software for computer assisted instruction
2. Increase computer hardware such as laptops for faculty members
3. Increase number of smart classrooms with mounted projection systems

## **SURGICAL TECHNOLOGY DIPLOMA**

### **Strengths**

1. Curriculum meets the requirements for the preparation of the surgical technologist
2. Courses with clearly defined entry and exit competencies
3. Instructors' knowledge of the operating room
4. Program accredited in 1999 by Liaison Council on Certification for the Surgical Technologist (LCC-ST)
5. Stable and growing enrollment with strong student interest in the program. Class to begin in May 2004 has a potential enrollment of 20-24 students who have completed or will complete their initial core courses prior to start of SUR 101
6. Excellent placement rate of 100% for the past three academic years
7. Graduate satisfaction at 100%
8. Employer satisfaction at 100%
9. The Health Sciences Student Supplement Handbook provides students with departmental policies and is distributed to new enrollees at a formal orientation session and reviewed in detail in the first SUR course

### **Weaknesses**

1. Clinical site availability for placement of students which impacts program enrollment
2. Employer satisfaction identified the need for the student to complete more than 125 cases prior to graduation

3. Physical facilities to increase the size of the classroom and provide storage area

### **Opportunities**

1. Collaborative efforts to increase availability of additional clinical sites to positively affect placement for a more extensive clinical assignment for the student
2. The availability of an operating room classroom in a local facility
3. Continued recruitment in the high schools as well as health fairs to promote program enrollment

### **Threats**

1. Travel required for some students because of limited numbers of hospitals in the local area
2. Salaries for graduates across the state are not competitive with the job market nationally
3. State budget

### **Conclusion/Implications/Recommendations and Use of Results**

As a result of the program review in the Surgical Technology program the following recommendations are made for continuous improvement of the program:

#### **Curriculum Changes**

No curriculum changes recommended at this time.

#### **Recruitment/Marketing Strategies**

1. Continue the collaboration with SC Hospital Association to provide a Health Fair
2. Continue recruitment in area high schools and possible career awareness in the middle schools
3. Make recommendations to high school counselors to encourage secondary students to take chemistry and biology courses in preparation for college-level anatomy and microbiology courses

#### **Support Materials**

1. Purchase additional surgical instruments and cabinet

#### **Personnel Training and PDP Needs**

1. Attendance by program manager at National AST Conference
2. Maintenance of credentials for program manager (CNOR)
3. Maintenance of credentials for adjunct instructors (CST)

#### **Budget Needs (Equipment, Staffing, etc.)**

1. Purchase autoclave sterilizer
2. Additional full-time faculty position
3. Surgical suite

### **Summary**

The Surgical Technology program at Central Carolina Technical College is committed to continuous evaluation of outcomes and improvement in educational processes. The implementation of the Competitive Admissions process for the May 2004 class requiring increased SAT or ACT scores as well as the increased GPA requirement is targeted toward student retention and increased graduates in the program.

## **PHLEBOTOMY CERTIFICATE**

### **Strengths**

1. Curriculum and clinical experiences that provide graduates with necessary requirements to be eligible for national credentialing
2. The classroom and laboratory training are provided on campus
3. The laboratory facility provides on campus technology that prepares the students for clinical rotation
4. Clinical sites are provided locally in Sumter and Clarendon Counties
5. Graduate placement is excellent with 100% for AY '02
6. Enrollment growth has been steady for three years since the program's inception

### **Weaknesses**

1. Shortage of available clinical placement opportunities in the Sumter County area

### **Threats**

1. Challenge to keep up with rapidly changing technology
2. Delegation of phlebotomy responsibilities to other healthcare professionals
3. Fewer opportunities for individuals trained exclusively in phlebotomy

### **Opportunities**

1. Increased interest in phlebotomy as an supplemental skill in health care
2. The extended training in this program will increase employer satisfaction and enhance employment opportunities for Central Carolina Technical College graduates in the future

### **Conclusion/Implications/Recommendations and Use of Results**

The Phlebotomy Certificate Program at Central Carolina Technical College is committed to continuous evaluation of outcomes and improvements in the educational process. Curriculum changes will be based on these evaluations and adjusted accordingly.

As a new program, recruitment strategies are being considered and evaluated. Support materials and equipment have recently been updated. Supplies are monitored to ensure current safety features are being utilized. The Phlebotomy Program Manager is currently working in the healthcare setting to keep abreast of the constantly changing technology and will be participating in available continuing education.

## **HEATING VENTILATION AIR CONDITIONING AND REFRIGERATION CERTIFICATE**

### **Strengths**

1. Strong support of the HVAC/R Advisory Committee, South Carolina Association of Heating Air Conditioning Contractors, local companies, Peer Group of ACIP, and local supply companies
2. Program content which includes theory and practical hands-on training is reviewed on an annual basis to ensure content is relevant to meet the demands of industry
3. Lab improvements have provided more application experience for the students
4. Availability of some of the latest HVAC technology in the lab

### **Weaknesses**

1. The class size in relation to the lab
2. The program has no related secondary programs from which to recruit at the Career Centers
3. The program is in need of an update of software for more current information

**Opportunities**

1. The program has the potential to grow with the demands in the commercial, industrial, and refrigeration needs in the area.
2. Increased need for companies to have certified technicians/employees in order to provide attractive employee benefits

**Threats**

1. Recent recession has had an effect on the number of new hires required
2. Keeping current with the technology in the present budget environment
3. Local pay scale is a challenge for some graduates
4. Costs for students in tools and other items for the program in addition to tuition and books

**Conclusion/Implications/Recommendations and Use of Results**

As a result of the program review in the HVAC program the following recommendations are made for continuous improvement of the program

**Curriculum Changes**

ACR 104 Print Reading has been deleted. Added courses include the following: ACR 130 Domestic Refrigeration, WLD 102 Introduction to Welding, ACR 224 Codes and Ordinances.

**Recruitment/Marketing Strategies**

1. Meet/visit the career centers in the service area
2. Invite business owners in the area to visit high schools and career centers

**Support Materials**

1. Software in duct design and sizing of heating and air systems
2. Other related instructional materials for additional courses

**Budget Needs**

1. Increased departmental operational budget to cover expenses in additional courses in refrigeration

**Summary**

The Heating, Ventilation, Air Conditioning, and Refrigeration Program has satisfied the necessary requirements for entry-level positions at local companies. With employer surveys, active advisory committees, and graduate surveys, the necessary changes in the curriculum that best meet the needs of the students have been made. The HVAC/R department will need to continue to use the data collected to ensure the program contents reflects the ever changing technology in manufacturing/equipment. Efforts to increase enrollment in the program will rely upon members of the industry as well as recent graduates.

## Academic Advising (Component # 3)

Central Carolina Technical College has comprehensive procedures, policies, and practices to effectively deliver quality academic advising. As with all procedures, academic advising is evaluated to determine its effectiveness and to identify areas for continuous improvement.

Advisement is a planned process at Central Carolina Technical College involving both faculty and professional staff. Upon initial application and acceptance into the College, a student is advised regarding career opportunities, programs of study, and academic requirements by an admissions counselor in the Office of Admissions and Counseling Services. Each student is assigned an academic advisor to assist students through their program of study progression. The College has a policy outlining the academic advising process and procedures for implementation of this policy. Academic policies are reviewed annually by the Deans/Directors' Council for any recommended changes. Changes are made and presented to the Leadership Team for consideration. The Academic Advising Policy 6.03 was last reviewed in July of 2004.

Central Carolina Technical College has a college-wide approach to continuous improvement which supports academic advisement. Consequently, academic advisement is included in many institutional evaluations of services provided to students.

The following represent evaluation methods employed, results of assessments conducted, and the continuing training and development for faculty and staff to provide quality academic advisement.

Academic Advisement Survey—Each spring, the Office of Planning and Institutional Effectiveness administers the annual academic advisement survey to students. In the spring of 2004, 1,892 advisees were surveyed with the following results:

Area Evaluated	Level of Satisfaction	Percentage
Availability of academic advisors	Very Satisfied or Satisfied	92%
Assistance provided by academic advisors	Very Satisfied or Satisfied	91%
Accuracy of information provided	Very Satisfied or Satisfied	91%
Advisor's knowledge of program requirements	Very Satisfied or Satisfied	93%

These results had only a one percent variance from the previous survey administered in the spring of 2003. The College continues to strive for the greatest level of satisfaction among students in regard to their academic advisement; however, the College recognizes these results indicate a high level of satisfaction has already been attained.

Programs and Services Survey—The Programs and Services Survey is a much more comprehensive survey administered to determine the student's satisfaction with a variety of programs and services. Four areas related to academic advisement are included. In the spring of 2004, 1,253 students were surveyed with the following results:

Area Evaluated	Level of Satisfaction	Percentage
Admissions	Very Satisfied or Satisfied	96.1 %
Registration	Very Satisfied or Satisfied	95.2%
New Student Orientation	Very Satisfied or Satisfied	75.9%
Career Counseling Services	Very Satisfied or Satisfied	64.6%

These figures represent less than a one percent variance in each category from the previous year. Recognizing that the College would like to improve its satisfaction level in the areas of new student orientation and career counseling services, both of these will be areas of focus for the 04-05 Student Services Plan of Action.

Advisement and Registration Critique—At the beginning of each major semester (fall and spring), the College conducts an Advisement and Registration Critique in which all faculty and staff are invited to attend and identify strengths and areas of improvement regarding the advisement and registration processes. During the 2003-2004 academic year, the following improvements have been realized:

1. Online registration implemented in selected programs
2. Advisors assigned to outreach locations
3. Identification of all offices and personnel who need access to student registration data
4. Transfer status communicated to the student and faculty advisor prior to registration for students transferring into the College
5. Greater utilization of Campus Pipeline for communicating with students
6. Limitation established for registration of new students after an established date
7. Communication to students regarding academic standing and financial aid communicated in a more timely manner
8. Increased communication between academic and student services personnel

Areas in which improvement remain to be realized include:

1. Procedures for handling growing programs and increased numbers of advisees
2. Online registration for all programs
3. High level of student competency in accessing and utilizing technology such as Campus Pipeline
4. Decrease in the number of students who are dropped because of nonpayment
5. Student preparation prior to advisement
6. Implementation of online admissions process

In addition to evaluating the academic advisement process at the College, there are numerous practices that support the academic advisement process at Central Carolina, and these include:

New Faculty Advisement Training—All new faculty receive an in depth orientation to the advisement process including a hands on training session to become familiar with the available technology for student advisement and registration. This training is a required orientation for new faculty; and its content is reviewed, evaluated, and revised as necessary. This training is a component of the ongoing Professional Development Program for the College.

STAIRS Program—The Admissions and Counseling Services Department implemented a new program designed to aid in student success and retention. This program is identified as STAIRS—Students Turning Academics Into Real World Success. The content of the program has focused on many of the advisement and retention issues affecting students including: study techniques, academic standing, advisor relations, test taking skills, time management, drop/add procedures, attendance, registration procedures, available technology, course and program progression, and financial aid. This has been a successful program, and the results of the evaluations are as follows:

Area of Evaluation	Level of Satisfaction	Range of Percentages Over Two Semesters
Thoroughness of Information	Excellent or Good	96.9% to 99%
Ease of Understanding	Excellent or Good	97.5% to 99.3%
Overall Satisfaction with Orientation	Very Satisfied or Satisfied	100%

New Student Orientation—New student orientation is conducted at the beginning of each semester for new students. The content of the program is designed to compliment the admissions, advisement, and retention efforts at the College. This program is evaluated, reviewed, and content revised each



semester in the continuous improvement process employed by the College in serving students. The results of the evaluations are as follows:

Area of Evaluation	Level of Helpfulness to Student	Range of Percentages over Two Semesters
Career and Placement Services	Strongly Agree or Agree	92% to 94%
Admissions Information	Strongly Agree or Agree	93% to 96%
Financial Aid	Strongly Agree or Agree	94% to 96%
College Skills	Strongly Agree or Agree	84% to 88%
Center for Student Information	Strongly Agree or Agree	92% to 100%
Student Activities	Strongly Agree or Agree	87% to 88%
Campus Resources	Strongly Agree or Agree	92% to 96%
Overall Benefit of Orientation	Strongly Agree or Agree	95% to 100%
Security and Safety	Strongly Agree or Agree	88% to 99%

Articulation from Secondary Institutions—Central Carolina Technical College has a strong articulation program with all area high schools and career centers to provide students with advanced credit for competencies achieved in secondary courses. Students are advised regarding of this process; and the admissions counselors, faculty, and staff provide information about the articulation process as a component of academic advisement whether during the initial admissions appointment or while conducting academic scheduling with the program advisor. The utilization of these agreements is reflected in the following charts:

Academic Year	No. of Courses Articulated	No. of Students Participating
2001-2002	26	10
2002-2003	130	59
2003-2004	84	61

COL 103 College Skills Course—College 103 is a student success course offering the necessary study and coping skills which students can use to assist them in achieving their educational goals. Topics include test-taking skills, memory training, note-taking skills, time and stress management, career planning, textbook reading, learning styles, effective communication, and resources available to students. This is a three-hour institutional credit course and is open to all students. The percentage of students successfully completing this course has increased by 8% since 2001-2002.

College 103	
Academic Year	Successful Completion
2001-2002	69%
2002-2003	73%
2003-2004	77%

### Reference to Previous IE Report on Academic Advising

Academic advising was previously reported by Central Carolina Technical College in its 2000 report. The following areas were reported, and an update is provided for each area:

- Reorganization of the Admissions and Counseling Services Area—This organizational unit has continued to be reviewed for quality of services provided to prospective and admitted students.

Since the 2000 report, the recruitment function of the College has been added to this unit. The Director continues to be involved in the Academic Management Team and serves on the Deans/Directors' Council. The Director participates as a presenter for ongoing advisement training for new faculty and interacts with the academic departments in regard to advisement, admissions, placement, and retention.

- **Online Registration**—Online registration has been expanded to include additional departments within the College since 2000. Presently, this process is being incorporated into the College's transition to Banner as the delivery medium for administrative computing resources. This new administrative and managerial software system will more fully accommodate online registration and enhance academic advisement once fully implemented.
- **Establishment of a Career Center**—The establishment of the College's Career Center to assist students in identifying their career goals has been maintained and expanded. These services are now available at the College's outreach locations in Manning, Kershaw, and at Shaw Center.
- **Registration and Advisement Critique**—This is an ongoing evaluation process conducted following each major semester's advisement and registration period. This evaluation method has been maintained since 2000.
- **Academic Advisor Assignment**—The academic deans for each division maintain a review of the assignment of academic advisors for each faculty member. The number of advisees is monitored, and methods for assisting faculty who have a heavy advisee load are employed. The high number of advisees assigned to certain faculty members continues to be a challenge for the College.
- **Retention**—The College has moved forward substantially in its focus on retention of students. A college-wide Retention Team meets regularly to accomplish the goals of this group. The Retention Team has a mission statement, annual plan of action, and evaluates its activities on an ongoing basis. The Retention Team is responsible for the management of the STAIRS program.

### **Summary of Academic Advising**

In a growing student enrollment environment, the advisement of students is always a challenge. With an approximate 35% growth in the Central Carolina student body since 1998, there are many challenges in academic advisement. However, there is continuous training for faculty and staff, evaluation of the processes employed, and flexibility in addressing the issues. The Academic and Student Affairs Division has included the review of all academic advisement processes as a major objective for the 2004-05 academic year with the goal of integrating more technology into the process while maintaining a high degree of customer satisfaction.

### **Conclusion**

Central Carolina Technical College remains committed to institutional effectiveness in its continuous improvement process of instructional processes and student services. The College will continue to evaluate data, integrate into plans of action, and determine the appropriate use of results.

# Achievement of Students Transferring from Two- to -Four Year Institutions (Component # 4)

The preparation of students for transfer to senior colleges and universities is a component of Central Carolina Technical College's mission. The two primary programs focused on college transfer are the Associate in Arts and Associate in Science degrees; however, students from other associate degree programs also transfer to senior institutions. Within the advisement process for all associate degree programs, students are exposed to transfer programs at senior institutions as an option for continuing their education. This exposure is offered by the Admissions staff as well as academic advisors. The Associate in Arts and Associate in Science advisors began more detailed tracking of their students' progression to senior institutions during the 2003-04 academic year, and this initiative will continue as there is limited data available that provides specific student information.

Other programs report students who transfer to senior institutions within their placement data for the State Board for Technical and Comprehensive Education's program evaluation purposes. For the 2002-03 graduate placement report, there were 31 Associate in Arts and Associate in Science graduates of which 90 percent were either in school or placed on the job. Both transfer programs were classified in the "Good" category with the State Board for Technical and Comprehensive Education's program evaluation process in its July 2004 report. The College continues to offer all courses in the CHE approved transfer blocks. In addition, each semester the number of transfer courses scheduled offers students who are enrolled in the Associate in Arts and Associate in Science degree programs a wide variety of course selection. The College's retention rate of Associate in Arts and Associate in Science students was 54% which was above the technical college system average of 52%. This percentage is based upon students from Fall 2001 to Fall 2002 who were still enrolled or graduated.

## Review of Findings

For the success of transfer students, this Institutional Effectiveness Report for July 2004 includes two tables with data regarding transfer students from Central Carolina Technical College. A narrative follows each table with information and comparisons based on previous Institutional Effectiveness Reports.

<b>Central Carolina Technical College Students Transferring to Senior Institutions</b>								
<b>Applications, Acceptances, and Enrollments Reported by Senior Institutions</b>								
<b>First-Time Fall 2003 Transfers</b>								
Senior Institution	Transfer Applications						% Applied who Enrolled	% Accepted who Enrolled
	(1) Total	(2) Total # Accepted	(3) Total # Rejected	(4) # Incomplete	(5) Total # Students Enrolled			
Clemson University	3	3	0	0	3		100.00%	100.0%
Coastal Carolina College of Charleston	3	2	1	0	2		66.67%	100.0%
FMU	3	1	1	1	1		33.33%	100.0%
Lander	11	8	2	1	5		45.45%	62.5%
S C State	2	2	0	0	2		100.00%	100.0%
USC Columbia	2	2			2		100.00%	100.0%
USC Spartanburg	16	7	9	0	2		12.50%	28.6%
Winthrop	6	6	0	0	2		33.33%	33.3%
<b>Rate</b>	2	2	0	0	2		100.00%	100.0%
	48	33	13	2	21		<b>43.75%</b>	<b>63.6%</b>
No Rpt from MUSC and USC-Beaufort; No cctc students at TheCitadel or USC Aiken								

Data was available on 48 Central Carolina Technical College transfer students who applied for admission to senior institutions. Of these 48 students who applied, 33 students were accepted at senior institutions for an acceptance rate of 69 percent. Twenty-one students actually enrolled which represented a 43.75 percent enrollment rate. These first-time full time transfer students for the Fall semester of 2003 enrolled at nine South Carolina senior institutions. Compared to the transfer data from Fall 2000, there was a 10.5 percent increase in the number of students who enrolled at senior institutions from Central Carolina. (19 students in the Fall of 2000 to 21 students in Fall of 2003)

In reviewing the data for the students who enrolled at the nine senior institutions, the percentage rate of students who were accepted at individual institutions improved from Fall 2000 to Fall 2003 with the exception of one institution. Six institutions in the Fall of 2003 accepted 100% of the transfer students from Central Carolina Technical College compared to only five institutions with 100% acceptance in the Fall of 2000.

2003 TRANSFER SUCCESS COMPARISON TABLE					
Comparison of GPA of Central Carolina First-Time Fall 2003 Transfers and Native Populations at SC Publics					
	Central Carolina		Native		Difference in GPA
Senior Institution	Transfer Students	Average GPA	Native Students	Average GPA	
Clemson	3	2.37	12423	2.99	-0.62
Coastal	2	* 2.65	969	2.62	0.03
COC	1	1.75	6557	2.94	-1.19
FMU	5	2.41	1994	2.51	-0.1
Lander	2	* 3.9	1165	2.58	1.32
SCState	2	2.12	3370	2.45	-0.33
USC Cola	2	2.46	14301	2.92	-0.46
USC-Sp	2	* 3.55	3223	2.61	0.94
Winthrop	2	* 3.09	3794	2.83	0.26
					-0.0166667
GPA represents that for Fall 2003, and is not a cumulative GPA *Central Carolina Students with Higher Average GPA than Native Students					

Central Carolina is interested in the performance of its transfer students as compared to native students at the institutions to which our students transfer. The above chart indicates that Central Carolina students have a slightly lower overall GPA than the native students at the institutions to which they transfer. However, it should be noted that with the exception of one student at one institution, all of the Central Carolina students performed above the 2.0 level. Central Carolina students exceeded the native students in their GPA at four institutions which represented 38 percent of the total students in the report. Generally, from the data that has been provided, Central Carolina Technical College transfer students have performed as well as the native students.

## **Use of Results**

The following objectives will focus on the success of transfer students in the 2004-2006 time period and will be a part of individual department plans:

1. Work collaboratively with senior institutions to create and foster an environment in which transfer students can realize opportunities for achievement of a four-year degree through initial entry into the College.
2. Maintain the Associate in Arts and Associate in Science Advisory Committee
3. Participate in transfer meetings at senior institutions and provide information to applicable areas of the College

4. Maintain the departmental tracking system for transfer programs
5. Provide accurate, timely, and comprehensive transfer information to interested students
6. Review and revise general education program outcomes
7. Increase retention and graduate rates for transfer students
8. Publicize the transfer program to the general public

# **STATEMENT CONCERNING AMENDED SC 59-101:**

## **Providing a “technologically skilled workforce”**

*In 2001, the SC Legislature amended SC 59-101 to include the following statement requiring all institutions to report: “Appropriate information relating to each institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce.”*

The following statement represents Central Carolina Technical College’s response to this reporting requirement:

Central Carolina Technical College’s role in providing the region with a technologically skilled workforce is reflected in its policies, programs and practices. At the core of its mission statement, Central Carolina communicates its obligation to support the economic growth of the community by providing specialized training opportunities specifically designed for personal growth, economic development and an improved quality of life.

As evidenced in its mission statement and in Strategic Direction #’s 5, 6 and 7 of its five-year strategic plan, the College is committed to evaluating and revising its curricula to meet the needs of the workplace in collaboration with business, industry and other educational institutions. The commitment to workforce development is rooted in the College’s practices as well as its policies and procedures.

Each academic program engages the work of its own program advisory committee, comprised of service area employers who review the program’s current technology, curriculum content, and, as necessary, make recommendations for improvements. The direct input from these committees together with input gleaned from Central Carolina’s Continuing Education division’s partnerships assist the College in assuring that its programs are current and consistently adjusted to meet future economic development trends.

Further, as part of the academic program review/evaluation policies and procedures, the College regularly assesses its graduates’ competencies to help determine how prepared these graduates are to meet the employment needs of area business and industry.

Through its various policies, procedures and practices, Central Carolina clearly states its continuing commitment to academic programs that support the economic development needs of the State and supply area employers with a technologically skilled workforce.

July 1, 2004

Institution: [REDACTED]

## Programs Eligible for Accreditation and Programs Accredited

*Applicable to four- and two-year institutions*

**August 1, 2004**

This form includes a list of accrediting bodies for which one or more academic programs are currently accreditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting "the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation" from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission's current Inventory of Academic Degree Programs (<http://www.che.sc.gov/web/affairs.htm>) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an "x" in the box. For those agencies that **accredit individual programs within departments, please put the number of programs in parentheses beside the "x"**. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission's Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted "against" the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. The **National Association of Schools of Public Affairs and Administration** was approved as an accrediting agency in 2002. For a complete set of policies and procedures regarding this process, see the Commission's website at: <http://www.che.sc.gov/web/Academic/accreditation%20guidelines.htm>.

### LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

These agencies and areas may also be found on the CHE's website at: <http://www.che.sc.gov/web/Academic/Accrediting%20Agencies%20Recognised%20by%20CHE.htm>

ACCREDITING AGENCIES AND AREAS	* Accreditable	Fully Accredited	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
	Program	Program	Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	An institution may be accredited by the AACSB or the ACBSP					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
* Engineering Technology (ENGT) Associate and baccalaureate degree programs in engineering technology	X	X				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering						

ACCREDITING AGENCIES AND AREAS	* Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
professional undergraduate and graduate (master's) degree programs						
<b>AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY</b>						
<b>Marriage and Family Therapy (MFTC)</b> - Clinical training programs						
<b>Marriage and Family Therapy (MFTD)</b> - Graduate degree programs						
<b>AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)</b>						
<b>Home Economics</b> - Baccalaureate programs						
<b>AMERICAN ASSOCIATION OF NURSE ANESTHETISTS</b>						
<b>Nurse Anesthetists (ANEST)</b> - Generic nurse anesthesia education programs/schools						
<b>AMERICAN BAR ASSOCIATION</b>						
<b>Law (LAW)</b> - Professional schools						
<b>AMERICAN BOARD OF FUNERAL SERVICE EDUCATION</b>						
<b>Funeral Service Education (FUSER)</b> Independent schools and collegiate departments						
<b>AMERICAN COLLEGE OF NURSE MIDWIVES</b>						
<b>Nurse Midwifery (MIDWF)</b> - Basic certificate and basic master's degree program						
<b>AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION</b>						
<b>Construction Education (CONST)</b> - Baccalaureate degree programs						
<b>AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION</b>						
<b>Pharmacy (PHAR)</b> - Professional degree programs						
<b>AMERICAN COUNSELING ASSOCIATION</b>						
<b>Counseling</b> - Masters and Doctoral level programs						
<b>AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE</b>						
<b>Culinary Arts (CUL)</b> - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
<b>AMERICAN DENTAL ASSOCIATION</b>						
<b>Dental Assisting (DA)</b>						
<b>Dental Hygiene (DH)</b>						
<b>Dental Laboratory Technology (DT)</b>						
<b>Dentistry (DENT)</b> - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
<b>AMERICAN DIETETIC ASSOCIATION, THE</b>						
<b>Dietetics (DIET)</b> - Coordinated undergraduate programs						
<b>Dietetics (DIETI)</b> - Post baccalaureate internship programs						
<b>AMERICAN LIBRARY ASSOCIATION</b>						
<b>Librarianship (LIB)</b> - master's program leading to the first professional degree						
<b>AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICALEDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION</b>						
<b>Medicine (MED)</b> - Programs leading to the M.D. M.D. degree						
<b>AMERICAN OCCUPATIONAL THERAPY ASSOCIATION</b>						
<b>Occupational Therapist (OT)</b>						
<b>Occupational Therapy Assistant (OTA)</b>						
<b>AMERICAN PHYSICAL THERAPY ASSOCIATION</b>						



ACCREDITING AGENCIES AND AREAS	* Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	An institution may be accredited by the ACBSP or the AACSB					
* Business (BUAD) - Associate degree programs in business and business-related fields	X	X				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
* Medical Assistant (MA)	X	X				
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RESTT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
* Surgical Technologist (ST)	X	X				
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999

ACCREDITING AGENCIES AND AREAS	* Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						5/1998
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						9/1999
Rehabilitation Counseling						9/1999
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree programs						
FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)						
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and						

ACCREDITING AGENCIES AND AREAS	* Accreditable <i>Program</i>	Fully Accredited <i>Program</i>	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
departments of cosmetology arts & sciences						
<b>NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.</b>						
<b>Architecture (ARCH)</b> - first professional degree programs						
<b>NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY</b>						
<b>Industrial Technology (INDT)</b> - Baccalaureate degree programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN</b>						
<b>Art &amp; Design (ART)</b> - Degree-granting schools and departments and nondegree-granting schools						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF DANCE</b>						
<b>Dance (DANCE)</b> - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC</b>						
<b>Music (MUS)</b> - Baccalaureate and graduate degree programs						
<b>Music (MUSA)</b> - Community and junior college programs						
<b>Music (MUSN)</b> – Nondegree programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION</b>						
<b>Masters of Public Administration (MPA)</b>						7/2002
<b>NATIONAL ASSOCIATION OF SCHOOLS OF THEATER</b>						
<b>Theater (THEA)</b> - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
<b>NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION</b>						
<b>Teacher Education (TED)</b> - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
<b>NATIONAL LEAGUE FOR NURSING, INC</b>						
<b>* Nursing (PNUR) - Practical nursing programs</b>	<b>X</b>	<b>X</b>				
<b>* Nursing (ADNUR) - Associate degree programs</b>	<b>X</b>	<b>X</b>				
<b>Nursing (DNUR)</b> – Diploma programs						
<b>Nursing (NUR)</b> - Baccalaureate and higher degree programs						
<b>SOCIETY OF AMERICAN FORESTERS</b>						
<b>Forestry (FOR)</b> - Programs leading to a bachelor's or higher first professional degree						

\* Central Carolina Technical College

**Total**

6 6

*This information to be used as a base for performance indicator 3D*

Institution: [REDACTED]

## Results of Professional Examinations

MEASURED FOR APRIL 1, 2003-MARCH 31, 2004

According to Section 59-101-350, the Commission (CHE) is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2003 through March 31, 2004**. . . .

**THE COMMISSION WILL REQUEST NATIONAL AND STATE PASS RATES AND ANY ADDITIONAL INFORMATION FOR THESE EXAMINATIONS, AS IT IS AVAILABLE, FROM NATIONAL AND STATE AGENCIES TO BE USED IN THE REPORT TO THE GENERAL ASSEMBLY. THESE NATIONAL AND STATE AGENCIES CAN BE FOUND IN “A CLOSER LOOK.”**

Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
<b>Certified Medical Assistant Exam.</b>	April 1, 2003 – March 31, 2004	7	7	7	<b>100 %</b>
<b>National Council Licensure Exam. (NCLEX) - Practical Nurse</b>	April 1, 2003 – March 31, 2004	11	11	11	<b>100%</b>
<b>National Council Licensure Exam. (NCLEX) - Registered Nurse</b>	April 1, 2003 – March 31, 2004	46	46	42	<b>91.3%</b>
SURGICAL TECHNOLOGIST NATIONAL CERTIFYING EXAMINATION	April 1, 2003 – March 31, 2004	4	4	2	<b>50 %</b>
<b>Overall Pass Rate (PBF YR 9_INDICATOR 7D)</b>	April 1, 2003 – March 31, 2004	68	68	62	<b>91.17 %</b>

**Central Carolina Technical College Students Transferring to Public Senior Institutions  
Application, Acceptances, and Enrollments as Reported by Public Senior Institutions  
First-Time Fall 2003 Transfers**

Transfer Applications								
	(1)	(2)	(3)	(4)	(5)			
Senior Institution	Total	Total # Accepted	Total # Rejected	# Incomplete	Total # Students Enrolled		% Applied who Enrolled	% Accepted who Enrolled
Clemson University	3	3	0	0	3		100.00%	100.0%
Coastal Carolina	3	2	1	0	2		66.67%	100.0%
College of Charleston	3	1	1	1	1		33.33%	100.0%
FMU	11	8	2	1	5		45.45%	62.5%
Lander	2	2	0	0	2		100.00%	100.0%
S C State	2	2			2		100.00%	100.0%
USC Columbia	16	7	9	0	2		12.50%	28.6%
USC Spartanburg	6	6	0	0	2		33.33%	33.3%
Winthrop	2	2	0	0	2		100.00%	100.0%
<b>Rate</b>	48	33	13	2	21		<b>43.75%</b>	<b>63.6%</b>
No Rpt from: MUSC; USC-Beaufort								
No cctc students at: Citadel; USC Aiken								

**2003 TRANSFER SUCCESS COMPARISON TABLE**

**Comparison of GPA of Central Carolina First-Time Fall 2003 Transfers and Native Populations at SC Public**

	Central Carolina		Native		Difference in GPA
Senior Institution	Transfer Students	Average GPA	Native Students	Average GPA	
Clemson	3	2.37	12423	2.99	-0.62
Coastal	2	* 2.65	969	2.62	0.03
COC	1	1.75	6557	2.94	-1.19
FMU	5	2.41	1994	2.51	-0.1
Lander	2	* 3.9	1165	2.58	1.32
SCState	2	2.12	3370	2.45	-0.33
USC Cola	2	2.46	14301	2.92	-0.46
USC-Sp	2	* 3.55	3223	2.61	0.94
Winthrop	2	* 3.09	3794	2.83	0.26
					-0.01667
GPA represents that for Fall 2003, and is not a cumulative GPA Higher Average GPA than Native Students					* Central Carolina Students with

Jul-04

## INSTITUTIONAL ALUMNI SURVEY - Summary

Name of Institution: CENTRAL CAROLINA TECHNICAL COLLEGE

Academic Year for Graduating Students: 2000-2001

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates.

By including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting on graduates three years prior.

Please indicate the number of responses to each item in the appropriate column. (Individual percentages will be calculated automatically.)

The hyperlink for this report is: <http://www.che.sc.gov>

How many students were surveyed? 416

How many students responded? 56  
Response Rate: 13.5%Was this population a **sample** or the **total group**?  
**Total Group**

## 1. Students' level of satisfaction with:

	<i>Responses to Question</i>		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	% of Total Responses		# %		# %		# %		# %		# %		# %	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study		98.2%	27	49.1%	22	40.0%	3	5.5%	2	3.6%	0	0.0%	1	1.8%
1.2 INSTRUCTION in the major	55	98.2%	30	54.5%	18	32.7%	2	3.6%	4	7.3%	1	1.8%	0	0.0%
1.3 GENERAL EDUCATION program of study (non-major requirements)	55													
	54	96.4%	17	31.5%	32	59.3%	4	7.4%	1	1.9%	0	0.0%	0	0.0%
1.4 INSTRUCTION in general education	55	98.2%	24	43.6%	28	50.9%	3	5.5%	0	0.0%	0	0.0%	0	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	56	100.0%	31	55.4%	18	32.1%	5	8.9%	1	1.8%	1	1.8%	0	0.0%

## 2. How frequently involved in each of the following activities (on or off the job):

	<i>Responses to Question</i>		Weekly		Monthly		Annually		Less Often		Never	
	% of Total Responses		# %		# %		# %		# %		# %	
	#	%	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	54	96.4%	14	25.9%	8	14.8%	15	27.8%	6	11.1%	11	20.4%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	56	100.0%	15	26.8%	9	16.1%	7	12.5%	15	26.8%	10	17.9%
2.3 Professional or service organizations	56	100.0%	10	17.9%	17	30.4%	9	16.1%	7	12.5%	13	23.2%
2.4 Volunteer, public or community service	56	100.0%	11	19.6%	11	19.6%	5	8.9%	14	25.0%	15	26.8%

2.5 Social/recreational organization	56	100.0%	16	28.6%	11	19.6%	2	3.6%	12	21.4%	15	26.8%
2.6 Support or participation in the arts	56	100.0%	6	10.7%	9	16.1%	8	14.3%	10	17.9%	23	41.1%
<b>3. The college experience influenced my participation in the above activities:</b>												
	<i>Responses to Question</i>		Strongly		Moderately		Somewhat		None at all			
	% of Total Responses											
	#		#	%	#	%	#	%	#	%		
3.1 Career-related advanced education or training	56	100.0%	22	39.3%	11	19.6%	10	17.9%	13	23.2%		
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	56	100.0%	14	25.0%	14	25.0%	13	23.2%	15	26.8%		
3.3 Professional or service organizations	56	100.0%	11	19.6%	16	28.6%	13	23.2%	16	28.6%		
3.4 Volunteer, public or community service	56	100.0%	8	14.3%	10	17.9%	16	28.6%	22	39.3%		
3.5 Social/recreational organization	55	98.2%	8	14.5%	12	21.8%	14	25.5%	21	38.2%		
3.6 Support or participation in the arts	55	98.2%	6	10.9%	10	18.2%	9	16.4%	30	54.5%		
3A Aggregate Data	334	99.4%	69	20.7%	73	21.9%	75	22.5%	117	35.0%		
<b>4. I have voted in ____ of the elections since leaving college.</b>												
	<i>Responses to Question</i>		All		Most		Some		Few		None	
	% of Total Responses											
	#		#	%	#	%	#	%	#	%	#	%
	56	100.0%	18	32.1%	15	26.8%	11	19.6%	3	5.4%	9	16.1%